



National Childcare
Accreditation Council

Quality Improvement
and Accreditation System

Quality Trends Report

1 July 2009 – 31 December 2009

Background

The purpose of this *Quality Trends Report* is to identify key areas within the Quality Improvement and Accreditation System (QIAS) in which long day care centres are performing well and those which contribute to centres receiving a Not Accredited status.

The Quality Areas and Principles are detailed in the *QIAS Quality Practices Guide* (2005) available for purchase from the National Childcare Accreditation Council (NCAC) website (www.ncac.gov.au). Where references are made to numbered indicators, these are listed in the *QIAS Validation Report* (3rd edition, 2005).

Quality Trends Reports are published biannually by NCAC in January and July for each of the Child Care Quality Assurance systems.

Past reports are publicly available on the NCAC website for the following reporting periods:

- 1 July 2003 – 31 December 2003
- 1 January 2004 – 30 June 2004
- 1 July 2004 – 31 December 2004
- 1 January 2005 – 30 June 2005
- 1 July 2005 – 31 December 2005
- 1 January 2006 – 30 June 2006
- 1 July 2006 – 31 December 2006
- 1 January 2007 – 30 June 2007
- 1 July 2007 – 31 December 2007
- 1 January 2008 – 30 June 2008
- 1 July 2008 – 31 December 2008
- 1 January 2009 – 30 June 2009

Executive Summary

As at 1 January 2010, 5,839 long day care centres were registered with NCAC to participate in the QIAS and 93% of centres that have completed the 5 steps of Child Care Quality Assurance are Accredited. Of these, 98% have achieved High Quality in all 7 Quality Areas. This is a significant achievement and indicates that a significant percentage of long day care centres are performing at a high standard.

1,263 long day care centres received Accreditation Decisions between 1 July 2009 and 31 December 2009. Of these, 1,022 were Accredited (81%), while 241 were Not Accredited (19%).

Of the 1,263 centres that received an Accreditation Decision between 1 July and 31 December 2009, the Principles for which centres most often achieve a High Quality standard (75% or more) include:

Principle 1.1	Staff interact with each child in a warm and friendly way	90%
Principle 1.2	Staff guide each child's behaviour in a positive way	82%
Principle 1.3	Staff initiate and maintain respectful communication with each child	86%
Principle 1.4	Staff respect each child's background and abilities	88%
Principle 1.5	Staff treat all children equitably	76%
Principle 1.6	Staff communicate effectively to promote respect and professional teamwork	86%
Principle 2.1	Staff and families communicate effectively to exchange information about each child and the centre	81%
Principle 2.2	Staff encourage family participation and involvement in the centre	76%
Principle 2.3	The centre has an orientation process for children and families	90%
Principle 3.1	The program reflects a clear statement of centre philosophy	75%
Principle 4.1	Staff encourage each child to make choices and participate in play	87%
Principle 4.2	Staff promote each child's ability to develop and maintain relationships	86%
Principle 4.3	Staff promote each child's language and literacy abilities	85%
Principle 4.4	Staff promote each child's problem solving and mathematical abilities	80%
Principle 4.5	Staff promote each child's enjoyment of and participation in the expressive arts	81%
Principle 5.1	Staff act to protect each child	80%
Principle 5.2	Staff supervise children at all times	82%
Principle 6.1	Staff promote healthy eating habits	82%
Principle 7.1	Written information about the centre's management is readily available to families	82%
Principle 7.2	Written information about the centre's management is readily available to staff	81%
Principle 7.3	Staffing policies and practices facilitate continuity of care for each child	90%
Principle 7.4	Management provides professional development opportunities for staff	76%

Executive Summary

Of the 1,263 centres that received an Accreditation Decision between 1 July and 31 December 2009, the Principles for which centres have most often not met the Satisfactory standards (10% or more) include:

Principle 1.5	Staff treat all children equitably	13%
Principle 3.2	Each child's learning is documented and is used in planning the program	25%
Principle 3.3	The program assists each child to be a successful learner	20%
Principle 5.3	Staff ensure that potentially dangerous products, plants and objects are inaccessible to children	31%
Principle 5.4	The centre ensures that buildings and equipment are safe	22%
Principle 5.5	The centre promotes occupational health and safety	13%
Principle 6.2	Staff implement effective and current food safety and hygiene practices	26%
Principle 6.3	Staff encourage children to follow simple rules of hygiene	20%
Principle 6.4	Staff ensure toileting and nappy changing procedures are positive experiences	27%
Principle 6.5	Staff support each child's needs for rest, sleep and comfort	24%
Principle 6.6	The centre acts to control the spread of infectious diseases and maintains records of immunisations	19%

Quality Area 1: Staff Relationships with Children and Peers

The development of the whole child is closely linked to the quality of the relationships experienced with others. Consistently respectful and sensitive communication and interactions between staff and children help to secure and promote children's social and emotional wellbeing, which in turn supports the development of other skills and abilities (QIAS Quality Practices Guide, 2005, p.7).

Quality Trends:

Most long day care centres achieved High Quality in this Quality Area. However, more than 10% of centres did not meet the Satisfactory standard for Principle 1.5.

Quality Area 1 has six Principles:

Principle 1.1: Staff interact with each child in a warm and friendly way				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	90	6	0	4

Principle 1.2: Staff guide each child's behaviour in a positive way				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	82	12	0	6

Principle 1.3: Staff initiate and maintain respectful communication with each child				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	86	10	0	4

Principle 1.4: Staff respect each child's background and abilities				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	88	8	0	4

Principle 1.5: Staff treat all children equitably				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	76	11	0	13

5% or more of services did not meet the Satisfactory standard for the following indicator:

Indicator 1.5.2 These policies and procedures [for inclusion and reducing bias] have been developed and discussed with families and the consultation dates are recorded

Principle 1.6: Staff communicate effectively to promote respect and professional teamwork				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	86	13	0	1

Quality Area 2: Partnerships with Families

Staff and families share the common goal of positive outcomes for children. Partnerships between staff and families are characterised by active communication and consultation that is fostered by staff and management. Each partnership is unique and will be dependent upon the specific needs, interests and communication styles of the participants.

The relationship between the child's family and staff is crucial to the child's wellbeing, development and progress. Children benefit most when this is a trusting and mutually supportive partnership.

Centre staff and management need to recognise the essential differences between family involvement, participation and partnerships with families. It is important to encourage and facilitate family involvement in aspects of centre operation such as policy development and review. Family participation can take the form of attendance at meetings and social events. Building partnerships with families requires staff and families to cooperate to support positive outcomes for children (*QIAS Quality Practices Guide, 2005, p.21*).

Quality Trends:

Most long day care centres achieved Good to High Quality in this Quality Area.

Quality Area 2 has three Principles:

Principle 2.1: Staff and families communicate effectively to exchange information about each child and the centre				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	81	16	0	3

Principle 2.2: Staff encourage family participation and involvement with the centre				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	76	21	1	2

Principle 2.3: The centre has an orientation process for children and families				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	90	9	0	1

Quality Area 3: Programming and Evaluation

The centre's philosophy provides an important framework within which programming decisions are made. Effective programming also takes into account feedback and observations from all the centre's stakeholders, most importantly, from the children themselves.

The program comprises all aspects of children's experiences at the centre. It needs to be flexible and adaptable, at short notice, to meet individual and group interests, talents and abilities. The program should be stimulating and involving, with a variety of opportunities available for children to pursue their current interests and develop new ones (*QIAS Quality Practices Guide, 2005, p.29*).

Quality Trends:

Most long day care centres achieved Good to High Quality in this Quality Area. However, more than 10% of centres did not meet the Satisfactory standard for Principle 3.2 and 3.3.

Quality Area 3 has three Principles:

Principle 3.1: The program reflects a clear statement of centre philosophy				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	75	19	1	5

Principle 3.2: Each child's learning is documented and used in planning the program				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	61	13	1	25

5% or more of services did not meet the Satisfactory standard for the following indicators:

- Indicator 3.2.2** Documentation of children's learning and development is maintained for all children including those attending full-time, part-time or on a casual or irregular basis
- Indicator 3.2.3** Information from families and staff is recorded regularly in individual children's documentation
- Indicator 3.2.4** Individual children's documentation is analysed and used as a main source of information for planning and evaluating the program

Principle 3.3: The program assists each child to be a successful learner				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	67	12	1	20

5% or more of services did not meet the Satisfactory standard for the following indicators:

- Indicator 3.3.1** Written programming and evaluation is undertaken for all groups and each child
- Indicator 3.3.8** Written programming for all groups and for individuals is continuous, ongoing and influenced by program evaluation

Quality Area 4: Children's Experiences and Learning

Children are fascinated with the physical world and they want to explore it, make sense of it and have some control over it. Time to play, explore ideas, interact with others and make connections with the environment is an important element of early childhood programs. As children explore and experiment with language, relationships, ideas, equipment and materials they learn about themselves and the world. Such a program requires the active participation of staff and management in providing a rich environment whereby children have choices and a role in decision making (QIAS Quality Practices Guide, 2005, p.37).

Quality Trends:

Most long day care centres achieved Good to High Quality in this Quality Area.

Quality Area 4 has six Principles:

Principle 4.1: Staff encourage each child to make choices and participate in play				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	87	8	0	5

Principle 4.2: Staff promote each child's ability to develop and maintain relationships				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	86	10	0	4

Principle 4.3: Staff promote each child's language and literacy abilities				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	85	13	0	2

Principle 4.4: Staff promote each child's problem solving and mathematical abilities				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	80	19	0	1

Principle 4.5: Staff promote each child's enjoyment of and participation in the expressive arts				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	81	15	0	4

Principle 4.6: Staff promote each child's physical abilities				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	73	25	0	2

Quality Area 5: Protective Care and Safety

Management and staff share a responsibility to keep up to date with the current research and practices recommended by recognised health and safety authorities. Also, centres are subject to workplace health and safety legislation that has implications for children, staff and anyone else who enters the premises.

Clear policies and procedures relating to child protection and child safety are in the best interest of children, management, staff and families. Staff also require continuing professional development on child protection and child safety. It is important that staff know where to access current information from recognised authorities on child safety practices (*QIAS Quality Practices Guide, 2005, p.51*).

Quality Trends:

Most long day care centres achieved Good to High Quality in this Quality Area. However, more than 10% of centres did not meet the Satisfactory standard for Principles 5.3, 5.4 and 5.5.

Quality Area 5 has five Principles:

Principle 5.1: Staff act to protect each child				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	80	13	0	7

Principle 5.2: Staff supervise children at all times				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	82	15	0	3

Principle 5.3: Staff ensure that potentially dangerous products, plants and objects are inaccessible to children				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	56	13	0	31

5% or more of services did not meet the Satisfactory standard for the following indicators:

- Indicator 5.3.2** The centre's policy and procedures regarding the use and storage of dangerous products are dated and sourced
- Indicator 5.3.4** Medications, detergents/cleaning products, garden chemicals and other dangerous products are clearly labeled with contents
- Indicator 5.3.8** The centre maintains current information from recognised health and safety authorities on dangerous products, plants and objects
- Indicator 5.3.9** Staff post simple warning signs where potentially dangerous products are stored to alert adults but not to attract the curiosity of children
- Indicator 5.3.10** Procedures for safe storage of potentially dangerous products are displayed for relief staff and visitors to the centre

Quality Area 5: Protective Care and Safety

Principle 5.4: The centre ensures that buildings and equipment are safe				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	62	15	1	22

5% or more of services did not meet the Satisfactory standard for the following indicator:

Indicator 5.4.8 All electrical cords are out of reach of children or are secured

Principle 5.5: The centre promotes occupational health and safety				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	72	15	0	13

5% or more of services did not meet the Satisfactory standard for the following indicator:

Indicator 5.5.2 Policies and procedures relating to occupational health and safety are dated and sourced

Quality Area 6: Health, Nutrition and Wellbeing

Management and staff share a responsibility to keep up to date with current health research and with practices recommended by recognised health and nutrition authorities. Staff need to be sensitive and responsive to each child's daily nutritional needs and eating patterns, food preferences and cultural, religious or special dietary requirements. This should be complemented by a focus on the child's emotional wellbeing and on providing developmentally appropriate support for each child's growing confidence and independence.

Staff should engage in ongoing professional development and access current information from recognised authorities on children's daily nutritional requirements, on food handling and on hygiene practices (QIAS Quality Practices Guide, 2005, p.63).

Quality Trends:

More than 10% of centres did not meet the Satisfactory standard for Principle 6.2, 6.3, 6.4, 6.5 and 6.6.

Quality Area 6 has six Principles:

Principle 6.1: Staff promote healthy eating habits				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	82	10	0	8

Principle 6.2: Staff implement effective and current food safety and hygiene practices				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	56	18	0	26

5% or more of services did not meet the Satisfactory standard for the following indicators:

- Indicator 6.2.2** The centre's policies on food safety and hygiene practices are dated and sourced
- Indicator 6.2.4** Food and drinks consumed by children are stored, handled, prepared and served in keeping with safety advice from recognised health and safety authorities
- Indicator 6.2.5** Staff wash and dry their hands effectively before preparing, serving or eating food and after any other unhygienic practice including: after each nappy change; after assisting each child with toileting; after wiping a nose; after handling animals

Quality Area 6: Health, Nutrition and Wellbeing

Principle 6.3: Staff encourage children to follow simple rules of hygiene				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	68	11	1	20

5% or more of services did not meet the Satisfactory standard for the following indicators:

Indicator 6.3.2 The centre's dental care policy is dated and sourced

Indicator 6.3.5 Staff actively promote each child's handwashing and drying procedures before eating; after toileting; after handling animals; after wiping noses; and after other unhygienic practices

Principle 6.4: Staff ensure toileting and nappy changing procedures are positive experiences				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	61	11	1	27

5% or more of services did not meet the Satisfactory standard for the following indicators:

Indicator 6.4.4 The centre has adopted practices for toileting and nappy changing that are consistent with current advice from recognised health authorities

Indicator 6.4.5 Toileting and nappy changing procedures are displayed in toilet and nappy changing areas

Indicator 6.4.6 The centre's procedures for toileting and nappy changing are implemented consistently

Principle 6.5: Staff support each child's needs for rest, sleep and comfort				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	67	9	0	24

5% or more of services did not meet the Satisfactory standard for the following indicators:

Indicator 6.5.2 The centre's policy regarding safe, comfortable sleep/rest for children is dated and sourced

Indicator 6.5.8 The centre's clothing policy is dated and sourced

Indicator 6.5.20 Staff model the centre's sun protection policies

Principle 6.6: The centre acts to control the spread of infectious diseases and maintains records of immunisations				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	62	18	1	19

5% or more of services did not meet the Satisfactory standard for the following indicator:

Indicator 6.6.8 The centre ensures that all families are advised of its exclusion policy relating to immunisation at the time of enrolment and are reminded of this policy at least twice per year

Quality Area 7: Managing to Support Quality

It is the role of centre management and staff to establish effective and ethical management policies and procedures. Centre policies and procedures must be informed by relevant legislative requirements, current 'best practice' in management and also reflect an awareness of community needs and issues.

Comprehensive written policies and procedures provide clear guidance to staff and families in relation to management issues. Involvement of key stakeholders including families, staff, management and children in policy review and development fosters an atmosphere of trust and teamwork.

An essential element of quality centre management is ensuring that clear and consistent procedures for the maintenance and confidential management of family, child and staff records are implemented. Decision making, grievance and complaints handling policies and procedures are transparent and clearly define accountability (*QIAS Quality Practices Guide, 2005, p.77*).

Quality Trends:

Most long day care centres achieved Good to High Quality in this Quality Area.

Quality Area 7 has four Principles:

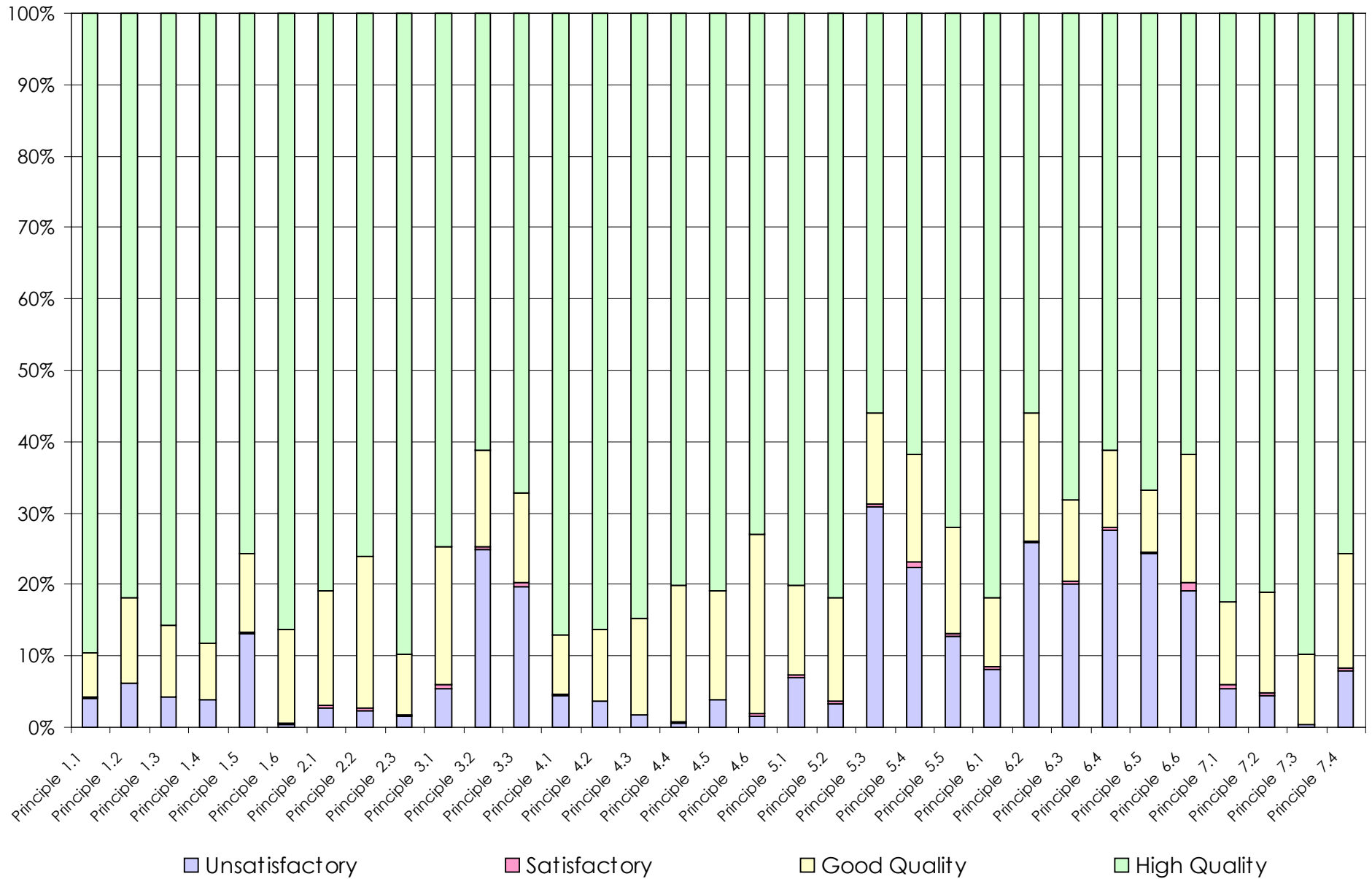
Principle 7.1: Written information about the centre's management is available to families				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	82	12	1	5

Principle 7.2: Written information about the centre's management is available to staff				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	81	14	1	4

Principle 7.3: Staffing policies and practices facilitate continuity of care for each child				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	90	10	0	0

Principle 7.4: Management provides professional development opportunities for staff				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	76	16	0	8

Summary of QIAS Principles



Comparative Quality Trends Analysis

A total of 1,263 long day care centres received Accreditation Decisions for this reporting period.

Of the 1,022 Accredited centres, 680 maintained their previously Accredited status, 147 centres were Accredited following their first Validation Visit and 195 centres that were previously Not Accredited became Accredited. 87% of Accredited centres achieved High Quality ratings across all 7 Quality Areas.

A particular concern is the number of services Not Accredited on two or more consecutive occasions. Of the 241 Not Accredited centres, 50 were Not Accredited for the second consecutive occasion and 14 centres were Not Accredited for the third consecutive occasion.

As compared to the previous reporting period:

- High Quality ratings fell across 29 of the 33 Principles
- There was a corresponding rise in Good Quality ratings across 25 Principles of the 33 Principles
- Satisfactory ratings remained stable across 22 of the 33 Principles
- Unsatisfactory ratings rose across 22 of the 33 Principles.

There were several individual indicators for which more than 10% of services received Unsatisfactory ratings:

Indicator		Unsatisfactory
Indicator 1.5.2	These policies and procedures have been developed and discussed with families and the consultation dates are recorded	13%
Indicator 3.2.3	Information from families and staff is recorded regularly in individual children's documentation	22%
Indicator 3.3.1	Written programming and evaluation is undertaken for all groups and each child	14%
Indicator 3.3.8	Written programming for all groups and for individuals is continuous, ongoing and influenced by program evaluation	16%
Indicator 5.3.9	Staff post simple warning signs where potentially dangerous products are stored to alert adults but not to attract the curiosity of children	12%
Indicator 5.3.10	Procedures for safe storage of potentially dangerous products are displayed for relief staff and visitors to the centre	11%
Indicator 6.4.5	Toileting and nappy changing procedures are displayed in toilet and nappy changing areas	12%
Indicator 6.4.6	The centre's procedures for toileting and nappy changing are implemented consistently	18%
Indicator 6.6.8	The centre ensures that all families are advised of its exclusion policy relating to immunisation at the time of enrolment and are reminded of this policy at least twice per year	12%

Comparative Quality Trends Analysis

A significant proportion of centres received Unsatisfactory ratings in relation to documentation of children's learning and development and programming:

Policy Area	Unsatisfactory
Principle 3.2 Documentation and planning	25%
Principle 3.3 Programming	20%

Across several Quality Areas, a significant proportion of centres received Unsatisfactory ratings in relation to the development, implementation, dating and sourcing of written policies and procedures in the following areas:

Policy and Procedure	Unsatisfactory
Principle 1.5 Inclusion and reducing bias	13%
Principle 5.3 Use and storage of dangerous products	31%
Principle 5.4 Maintenance of safe buildings and equipment	22%
Principle 5.5 Occupational health and safety	13%
Principle 6.2 Food safety and hygiene practices	26%
Principle 6.3 Dental care and hygiene practices	20%
Principle 6.4 Toileting and nappy changing	27%
Principle 6.5 Rest and sleep, clothing and sun protection	24%
Principle 6.6 Immunisation and infectious diseases	19%

Quality Area 3: Programming and Evaluation shows a significant decline in High Quality Principles and an increase in Unsatisfactory Principles, particularly with Satisfactory indicators relating to individual programming records. High staffing turnover in the child care profession may be a contributing factor to the considerable gaps in service record keeping across a number of Quality Areas, resulting in the decline of Accredited services in this reporting period.

Quality Area 5: Protective Care and Safety shows a decline in High Quality Principles, with Satisfactory indicators relating to sourcing and dating of policies and appropriate labeling of chemical products the most problematic.

NCAC will continue to work with centres to improve their practices by offering further support from Child Care Advisers and through the ongoing development and review of resources.

NCAC Support for Services

NCAC aims to work in partnership with long day care centres to facilitate and support continuous improvement to the quality of child care provided for children in Australia. The *Quality Trends Report* assists NCAC to provide targeted support to schemes as they progress through QIAS. NCAC has implemented several initiatives, addressing concerns raised in the *Quality Trends Reports*.

NCAC Policy Development Guide

The *NCAC Policy Development Guide* is available on the NCAC website to assist services to research, develop and review policies in collaboration with stakeholders. Services may find the *Developing a Policy Checklist* helpful when planning for and reviewing policies. The Policy Templates, available as part of the *Policy Development Guide*, are designed to assist services to develop and implement policies that are relevant and appropriate to the service and that meet QIAS requirements.

Putting Children First magazine

NCAC's magazine, *Putting Children First*, is distributed quarterly to all services participating in the Child Care Quality Assurance systems. Recent articles supporting quality practices include:

- Supporting children's development: Problem solving and mathematical thinking (September 2009)
- Effective toileting and nappy change procedures (September 2009)
- I'm not scared! Risk and challenge in children's programs (September 2009)
- Supporting partnerships through family participation (September 2009)
- Playing fair – gender equity in child care (September 2009)
- Inclusive practice: Working with families who are vulnerable (September 2009)
- Creating a child-friendly garden (September 2009)
- The other three Rs – recruiting, recognising and retaining employees (September 2009)
- Supporting children's development: Life skills (December 2009)
- What is best hygiene practice – handwashing or hand gels? (December 2009)
- Positive goodbyes: Helping children and families to manage separations (December 2009)
- Let's talk! Having meaningful conversations with children (December 2009)
- Food for thought – promoting healthy eating in child care (December 2009)
- Making meal times positive (December 2009)
- Managing food allergy and anaphylaxis in child care (December 2009).

Quality Companions

Quality Companions provide information to assist services in their progression through the five steps of Child Care Quality Assurance. A new *Quality Companion* for Step 2: Sourcing and Dating Policies and Procedures was made available to download from NCAC's website on 1 September 2009.

Factsheets for services and families

Factsheets are distributed to all long day care centres registered to participate in QIAS to provide information to child care professionals regarding quality practices. NCAC has developed *Family Factsheets* to support families' understanding of quality issues and practices in child care. The *Family Factsheets* are available for download from NCAC's website in several community languages.

Access to Quality Trends Reports

NCAC refers services to the QIAS *Quality Trends Reports* through publications such as *Putting Children First*. Services can use the information provided by the QIAS *Quality Trends Reports* to assist their progress, particularly during Step 2: Self-study and Continuing Improvement. *Quality Trends Reports* are available to download from the NCAC website.

Translated information

NCAC developed a number of resource flyers translated in several community languages in October 2009.

QIAS Principle Ratings

Quality Area 1	Period end	High Quality (%)	Good Quality (%)	Satisfactory (%)	Unsatisfactory (%)
Principle 1.1	Dec-06	91	5	0	4
	Jun-07	90	6	0	4
	Dec-07	87	6	1	6
	Jun-08	84	8	0	8
	Dec-08	87	6	0	7
	Jun-09	90	5	0	5
	Dec-09	90	6	0	4
Principle 1.2	Dec-06	83	13	0	4
	Jun-07	86	10	0	4
	Dec-07	82	13	0	5
	Jun-08	80	14	0	6
	Dec-08	82	12	0	6
	Jun-09	88	9	0	3
	Dec-09	82	12	0	6
Principle 1.3	Dec-06	87	10	0	3
	Jun-07	88	8	0	4
	Dec-07	85	10	0	5
	Jun -08	83	13	0	4
	Dec-08	84	10	0	6
	Jun-09	87	9	0	4
	Dec-09	86	10	0	4
Principle 1.4	Dec-06	88	9	0	3
	Jun-07	90	8	0	2
	Dec-07	86	11	0	3
	Jun-08	87	10	0	3
	Dec-08	87	9	0	4
	Jun-09	90	9	0	1
	Dec-09	88	8	0	4
Principle 1.5	Dec-06	75	9	1	15
	Jun-07	75	10	0	15
	Dec-07	67	14	0	19
	Jun-08	69	16	0	15
	Dec-08	70	14	0	16
	Jun-09	76	13	0	11
	Dec-09	76	11	0	13
Principle 1.6	Dec-06	86	11	1	2
	Jun-07	91	8	0	1
	Dec-07	88	11	0	1
	Jun-08	84	15	0	1
	Dec-08	87	12	0	1
	Jun-09	90	9	0	1
	Dec-09	86	13	0	1

QIAS Principle Ratings

Quality Area 2	Period end	High Quality (%)	Good Quality (%)	Satisfactory (%)	Unsatisfactory (%)
Principle 2.1	Dec-06	82	16	1	1
	Jun-07	86	12	0	2
	Dec-07	83	16	0	1
	Jun-08	82	16	0	2
	Dec-08	83	15	1	1
	Jun-09	87	11	1	1
	Dec-09	81	16	0	3
Principle 2.2	Dec-06	82	14	0	4
	Jun-07	84	12	1	3
	Dec-07	77	19	1	3
	Jun-08	74	22	1	3
	Dec-08	76	20	1	3
	Jun-09	81	16	1	2
	Dec-09	76	21	1	2
Principle 2.3	Dec-06	88	11	0	1
	Jun-07	90	8	0	2
	Dec-07	89	10	0	1
	Jun-08	85	14	0	1
	Dec-08	90	9	0	1
	Jun-09	93	6	0	1
	Dec-09	90	9	0	2
Quality Area 3	Period end	High Quality (%)	Good Quality (%)	Satisfactory (%)	Unsatisfactory (%)
Principle 3.1	Dec-06	74	18	1	7
	Jun-07	77	14	1	8
	Dec-07	71	18	1	10
	Jun-08	68	22	1	9
	Dec-08	72	19	1	8
	Jun-09	79	15	1	5
	Dec-09	75	19	1	5
Principle 3.2	Dec-06	77	14	1	8
	Jun-07	77	13	0	10
	Dec-07	66	18	0	16
	Jun-08	63	21	1	15
	Dec-08	67	19	0	14
	Jun-09	73	12	1	14
	Dec-09	61	13	1	25
Principle 3.3	Dec-06	81	12	0	7
	Jun-07	83	10	0	7
	Dec-07	72	14	1	13
	Jun-08	67	16	1	16
	Dec-08	69	17	0	14
	Jun-09	76	12	1	11
	Dec-09	67	12	1	20

QIAS Principle Ratings

Quality Area 4	Period end	High Quality (%)	Good Quality (%)	Satisfactory (%)	Unsatisfactory (%)
Principle 4.1	Dec-06	87	9	0	4
	Jun-07	90	7	0	3
	Dec-07	86	10	0	4
	Jun-08	85	13	0	2
	Dec-08	86	10	0	4
	Jun-09	89	8	0	3
	Dec-09	87	8	0	5
Principle 4.2	Dec-06	89	9	0	2
	Jun-07	90	8	0	2
	Dec-07	89	9	0	2
	Jun-08	87	12	0	1
	Dec-08	87	10	0	3
	Jun-09	90	8	0	2
	Dec-09	86	10	0	4
Principle 4.3	Dec-06	84	14	0	2
	Jun-07	85	12	0	3
	Dec-07	81	17	0	2
	Jun-08	79	18	0	3
	Dec-08	79	18	0	3
	Jun-09	87	11	0	2
	Dec-09	85	13	0	2
Principle 4.4	Dec-06	80	19	0	1
	Jun-07	82	17	0	1
	Dec-07	77	22	0	1
	Jun-08	73	26	0	1
	Dec-08	76	23	0	1
	Jun-09	84	15	0	1
	Dec-09	80	19	0	1
Principle 4.5	Dec-06	83	12	1	4
	Jun-07	85	9	0	6
	Dec-07	77	16	0	7
	Jun-08	74	21	0	5
	Dec-08	77	17	0	6
	Jun-09	85	12	0	3
	Dec-09	81	15	0	4
Principle 4.6	Dec-06	80	19	0	1
	Jun-07	79	19	0	2
	Dec-07	73	26	0	1
	Jun-08	65	34	1	0
	Dec-08	69	29	1	1
	Jun-09	78	21	0	1
	Dec-09	73	25	0	2

QIAS Principle Ratings

Quality Area 5	Period end	High Quality (%)	Good Quality (%)	Satisfactory (%)	Unsatisfactory (%)
Principle 5.1	Dec-06	82	8	1	9
	Jun-07	83	10	0	7
	Dec-07	76	14	0	10
	Jun-08	76	16	0	8
	Dec-08	75	16	0	9
	Jun-09	83	12	0	5
	Dec-09	80	13	0	7
Principle 5.2	Dec-06	82	14	0	4
	Jun-07	83	12	0	5
	Dec-07	79	16	0	5
	Jun-08	74	22	0	4
	Dec-08	75	18	0	7
	Jun-09	81	14	0	5
	Dec-09	82	15	0	3
Principle 5.3	Dec-06	64	11	1	24
	Jun-07	67	11	0	22
	Dec-07	56	12	0	32
	Jun-08	53	16	1	30
	Dec-08	56	15	1	28
	Jun-09	61	13	0	26
	Dec-09	56	13	0	31
Principle 5.4	Dec-06	71	10	1	18
	Jun-07	69	10	1	20
	Dec-07	63	13	0	24
	Jun-08	58	19	1	22
	Dec-08	61	14	1	24
	Jun-09	68	12	1	19
	Dec-09	62	15	1	22
Principle 5.5	Dec-06	71	15	1	13
	Jun-07	75	13	0	12
	Dec-07	66	16	1	17
	Jun-08	67	16	1	16
	Dec-08	68	17	1	14
	Jun-09	76	13	1	10
	Dec-09	72	15	0	13

QIAS Principle Ratings

Quality Area 6	Period end	High Quality (%)	Good Quality (%)	Satisfactory (%)	Unsatisfactory (%)
Principle 6.1	Dec-06	79	7	2	12
	Jun-07	82	8	0	10
	Dec-07	76	12	0	12
	Jun-08	76	12	1	11
	Dec-08	75	11	0	14
	Jun-09	83	8	1	8
	Dec-09	82	10	0	8
Principle 6.2	Dec-06	66	16	1	17
	Jun-07	68	13	1	18
	Dec-07	57	19	2	22
	Jun-08	53	23	2	22
	Dec-08	59	18	1	22
	Jun-09	62	18	1	19
	Dec-09	56	18	0	26
Principle 6.3	Dec-06	76	9	1	14
	Jun-07	77	9	0	14
	Dec-07	67	13	1	19
	Jun-08	67	14	2	17
	Dec-08	67	14	0	19
	Jun-09	71	11	1	17
	Dec-09	68	11	1	20
Principle 6.4	Dec-06	73	10	1	16
	Jun-07	71	12	0	17
	Dec-07	60	14	0	26
	Jun-08	59	17	0	24
	Dec-08	64	15	0	21
	Jun-09	65	12	0	23
	Dec-09	61	11	1	27
Principle 6.5	Dec-06	66	8	1	25
	Jun-07	69	6	0	25
	Dec-07	61	9	0	30
	Jun-08	59	8	0	33
	Dec-08	63	9	0	28
	Jun-09	68	7	1	24
	Dec-09	67	9	0	24
Principle 6.6	Dec-06	69	14	0	17
	Jun-07	68	15	1	16
	Dec-07	61	20	1	18
	Jun-08	54	28	2	16
	Dec-08	59	23	1	17
	Jun-09	64	18	2	16
	Dec-09	62	18	1	19

QIAS Principle Ratings

Quality Area 7	Period end	High Quality (%)	Good Quality (%)	Satisfactory (%)	Unsatisfactory (%)
Principle 7.1	Dec-06	72	13	0	15
	Jun-07	75	11	0	14
	Dec-07	75	12	0	13
	Jun-08	70	17	0	13
	Dec-08	77	14	0	9
	Jun-09	85	9	1	5
	Dec-09	82	12	1	5
Principle 7.2	Dec-06	79	13	1	7
	Jun-07	83	11	1	5
	Dec-07	80	13	1	6
	Jun-08	79	17	0	4
	Dec-08	81	13	0	6
	Jun-09	85	11	0	4
	Dec-09	81	14	1	4
Principle 7.3	Dec-06	88	12	0	0
	Jun-07	91	8	0	1
	Dec-07	87	12	0	1
	Jun-08	85	14	0	1
	Dec-08	88	11	0	1
	Jun-09	93	7	0	0
	Dec-09	90	10	0	0
Principle 7.4	Dec-06	77	16	1	6
	Jun-07	81	12	1	6
	Dec-07	76	17	1	6
	Jun-08	73	21	1	5
	Dec-08	76	17	1	6
	Jun-09	81	12	1	6
	Dec-09	76	16	0	8

Reporting period of six months to end of month specified.

All figures rounded to the nearest whole percentage.

Number of long day care centres which received an Accreditation Decision in each reporting period:

1 July 2006 – 31 December 2006	845
1 January 2007 – 30 June 2007	1,127
1 July 2007 – 31 December 2007	1,367
1 January 2008 – 30 June 2008	803
1 July 2008 – 31 December 2008	1,486
1 January 2009 – 30 June 2009	1,539
1 July 2009 – 31 December 2009	1,263